

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools

2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

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GreenRibbon Schools

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: Charter Title I Magnet Choice

Name of Principal Dr. Karoline Warner
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jeffers Pond Elementary
(As it should appear in the official records)

School

Mailing Address: 14800 Jeffers Pass NW
(If address is P.O. Box, also include street address.)

Prior Lake MN 55372
City State Zip
County Scott County State School Code Number* 17

Telephone (952) 226-0600 Fax (952) 226-0649

Web site/URL http://www.priorlake-savage.k12.mn.us/jp/site/default.asp

E-mail kwarner@priorlake-savage.k12.mn.us

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Karoline AR Warner Date 1-29-13
(Principal's Signature)

Name of Superintendent* Dr. Sue Ann Gruver
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* ISD 719 Tel. (952)226-0000

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Dr. Sue Ann Gruver Date January 29, 2013
(Superintendent's Signature)

GreenRibbonSchools



**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency

Minnesota Department of Education

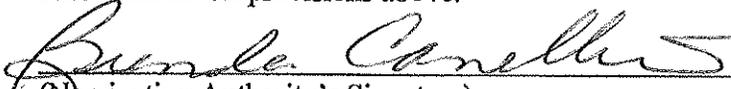
Name of Nominating Authority

Dr. Brenda Cassellius

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

U.S. DEPARTMENT OF EDUCATION
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I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

 Date 2.12.13
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Environmental education and sustainability practices are an integral part of everyday life at Jeffers Pond Elementary School. On any weekday morning, you will likely find: the “Green Team,” a cadre of eager teachers, and their Principal, Dr. Karoline Warner, meeting to plan their annual K-5 Environmental Education Festival; Junior Naturalists gathering with their teacher advisors preparing to educate students in the school on their organics recycling program; or a team of grade-level teachers organizing snowshoes for an outdoor lesson to observe animal tracks. These practices and routines are a way of life at Jeffers Pond Elementary, and a passion for both staff members and students alike.

Limiting the environmental impact of Jeffers Pond Elementary School has been a focus since the building’s conception. The school is equipped with an automated energy management system for controlling and maintaining a healthy environment and for running the building efficiently. Natural daylight is used as much as possible in the lunchroom and in classrooms throughout the building. All of the windows on the west side of the building, including the lunch room, look out on the expansive wooded area behind the school. There is a rain garden and a butterfly garden planted on the school grounds as well.

In addition to the building’s features and the surrounding grounds, Jeffers Pond has maintained an Energy Star account since 2007. For the past 3 years, they have participated in the Schools for Energy Efficiency® (SEE) program and received Energy Star certification for 2012, Outstanding Achievement in Energy Reduction from SEE® for 2012, and the SEE® Milestone Award for Most Efficient Use of Energy per Square Footage for 2012.

Daily practices at Jeffers Pond also model environmental stewardship and sustainability. Students and staff participate in a district organics recycling program through a partnership with the Shakopee Mdewakanton Sioux Community to minimize non-organic waste and to recycle and compost as much waste as possible. Also, all Jeffers Pond classroom teachers have purchased plastic, reusable plates and cups to use for classroom parties.

In alignment with the district’s mission to increase environmental education and stewardship, teachers began integrating and assessing environmental science standards in 2001 using the Global Learning and Observation to Benefit the Environment (GLOBE) program. Teachers utilize outdoor spaces, such as gardens, bird landings, water resources, and trails to provide students with opportunities for making scientific observations, interacting with nature, and exercising. In addition, for the past six years, Jeffers Pond has held a school-wide Environmental Education Festival. Grade-level teachers and specialists plan outdoor, hands-on lessons that engage students in content specific to state science standards.

During the 2012-2013 school year, Jeffers Pond also has a select number of teachers piloting an E-STEM project, or an interdisciplinary project focused on grade-level environmental education and science concepts. Our recent district curriculum adoptions in science and math were chosen based on their alignment with a STEM focus; they are inquiry-based, and have an integrated approach to reading and math instruction. In addition, Jeffers Pond students at each grade level use a science notebook to record observations and information to support writing, reading, and math standards within their science instruction.

Jeffers Pond also takes advantage of partnerships within the community to further support student achievement. These partnerships include: a collaboration with St. Catherine University's EcoStars program where elementary classroom teachers host pre-service teachers to teach lessons with a STEM focus; the University of Minnesota Master Gardeners and the Spring Lake Watershed to eliminate erosion on a creek bed located on school grounds; the City of Prior Lake to fund a floating dock and Chickadee Landing; with local sportsman's clubs and the Minnesota Department of Natural Resources to provide fishing equipment for student use; and with Prior Lake-Savage Community Education for the Junior Naturalist program that promotes and provides environmental stewardship through leadership and service opportunities. In addition to these community partnerships, each year fifth graders attend a week-long field trip to Wolf Ridge Environmental Learning Center in Finland, Minnesota. All of these experiences support and extend our environmental curriculum through partnerships with local experts and organizations from our community and our state.

Our dedication to environmental and sustainability concepts are evident based on our students' level of proficiency on the Minnesota Comprehensive Assessments in Science (MCAs). In 2012, 79.4 % of Jeffers Pond 5th grade students met or exceeded the standards on the Science MCAs. Jeffers Pond 5th graders have scored consistently higher than the state average since the inception of the state science assessments.

Overall, the staff and students at Jeffers Pond not only believe in the importance of maintaining strong environmental awareness and promoting stewardship, but also live it each and every day. Couple these daily practices with our longstanding focus on environmental education and we exhibit a solid foundation and a strong desire for continued progress.

Jeffers Pond Elementary, Prior Lake, Minnesota

Summary of Evaluations

Each of Minnesota's fourteen 2012-13 GRS applications were reviewed by three MDE GRS Advisory Group Members based on the USED scoring rubric template.

Jeffers Pond Elementary is a relatively new public school that was founded with a commitment to getting kids outside in the vast acreage and wonderful natural amenities around the school. They are the third highest ranking school among the 2012-13 Minnesota applications. Through a partnership with the Jeffers Foundation, which provided environmental educational staff and resources for many years, they have established one of the finest examples in the country of integrating environmental and outdoor education throughout the curriculum of a traditional public school setting. They also are doing solid work in Pillars 1 and 2. Here is what the evaluators said about the application:

- A line in the application sums it up – “Sustainability and the environment are a context for learning at Jeffers Pond.” This is a well written, clear, concise, and full of information. Some scores were slightly lower related to alternative energy purchases, water sources, food use, but appear to result from lack of funding to do such actions.
- Environmental issues are thoroughly woven into teaching and learning at Jeffers Pond – both for the students and the teachers. The leadership and teachers of the school should be acknowledged for pursuing such creative community connections; and the district administration deserves kudos for allowing such worthwhile pursuits to be incorporated into the school.
- Jeffers Pond Elementary’s application demonstrates the school’s strong commitment to reducing energy usage, creating a healthy indoor air environment, and incorporating environment and sustainability into curriculum.
- School has long-term commitment to energy efficiency and reduction; participates in SEE, maintains Energy Star account, and does annual third party energy audit; 18% ghg reduction in 2012; Energy Star rating of 98; energy reduction of 41% 2007 to 2012; renovation in 2010 received EPAAct certification for “energy saving design, engineering and equipment in interior and exterior lighting, HVAC, hot water systems and building envelope.”
- 36% reduction in water use; “70% of grounds are considered water-efficient and regionally appropriate”, site contains rain garden and butterfly garden; some areas planted in prairie grasses for outdoor learning area.
- 79% recycling diversion rate; 25% of paper “considered 30% recycled post-consumer fiber”, no Styrofoam used; installed a water bottle refilling station to

encourage use of water bottles; 100% Green Seal products; partners with Shakopee Mdewakanton Sioux in organics recycling program.

- 15% of students walk, bike, bus, or carpool; school implemented all suggested options; work with City to expand sidewalk system; consolidated bus routes.
- Participates in Healthy Hunger Free Kids Act; food purchases from local orchards, farms, and Bemidji farmers for locally produced rice blends; many partnerships with local entities to encourage outdoor activities – Wolf Ridge, McColl Pond ELC, Mdewakanton Sioux Community sites.
- School has highly engaged, integrated, comprehensive E/S education elements, seem to be doing as much as an elementary school could do!; school was an early integrator of the state environmental education science standards using the GLOBE (Global Learning and Observation to Benefit the Environment) program in 2001; students are regularly assessed on E/S elements; school “scores show strong evidence of proficiency in dedication to environmental and sustainability concepts that are taught throughout our curriculum. In 2012, 79.4 % of Jeffers Pond 5th grade students met or exceeded the standards (the state score was 50.8%). Jeffers Pond 5th graders have scored consistently higher than the state average since the inception of the state science MCA.”
- On the professional development level, school/teachers have hosted numerous E/S professional organization events, including MN Environmental Educators Conference; holds book clubs; teachers involved in numerous E/S professional activities, such as writing Minnesota Weatherguide calendar lessons and Eco-time Morning Meeting cards; school has “a Green Team which meets monthly, with representative teachers from each grade level. The committee plans school initiatives focusing on Environmental Education and twice a year Green Teams from across the district meet to discuss their buildings goals and ideas. Also, at each staff meeting, time is set aside for a “Green Moment” where a teacher shares an Environmental Education idea, task, or initiative.”
- In addition to E-STEM based curriculum, Jeffers Pond students at each grade level use a science notebook to support writing, reading, and math.
- School offers a Junior Naturalist program for seven years to third, fourth, and fifth grade students through a partnership with Community Education, which includes regular meetings and exercises related to E/S issues; school holds annual school-wide Environmental Education Festival, in which each grade level has a theme, such as insects, water, trees, and geology; event partners with the local watershed district and county parks.
- School has a partnership with the St. Catherine University EcoStar program that involves elementary classroom teachers hosting a pre-service teacher for seven weeks each school year with an environmental education focus and now has a focus on E-STEM education; school also works on E/S projects with many other local partners, including the Jeffers Foundation, the Spring Lake Watershed District, McColl Pond Environmental Learning Center, University of Minnesota Master Gardeners, City of Prior Lake, local sportsman’s clubs and the DNR.
- The school runs Eco-camp, an environmental education focused camp, during the summer for kids; for teachers and after-school childcare staff “professional development so they are educated on the use of our EE equipment.”



School/District Contact Information

Independent School District Number (if applicable): **719**

School/District Name: **Jeffers Pond Elementary**

Street Address: **4540 Tower Street SE**

City/State/Zip: **Prior Lake, Minnesota 55372**

Website: **www.priorlake-savage.k12.mn.us**

Superintendent Name: **Dr. Sue Ann Gruver**

Superintendent Email Address: **sgruver@priorlake-savage.k12.mn.us**

Phone Number: **952-226-0031**

Principal Name (not required for district-wide applications): **Karoline Warner**

Principal Email Address: **kwarner@priorlake-savage.k12.mn.us**

Phone Number: **952-226-0603**

Lead Applicant Name (if different): **Amy Kettunen**

Lead Applicant Email: **akettunen@priorlake-savage.k12.mn.us**

Phone Number: **952-226-0031**

Type of Award applying for (choose only one): <input checked="" type="checkbox"/> Individual School <input type="checkbox"/> District-Wide, Multi-School			
Level <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	Total Enrolled: 519

<p>Does your school serve 40% or more students from disadvantaged households?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>% receiving FRPL: 6.7%</p> <p>% limited English proficient: 3.5%</p> <p>Other measures: Click here to enter text.</p>	<p>Graduation rate: N/A</p> <p>Attendance rate: 98-95%</p>
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Application Outline:

ED-GRS Pillars and Elements	Points
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used State of Minnesota B3 Benchmarking)	15 points
Energy	
Buildings	
Element 1B: Improved water quality, efficiency, and conservation	5 points
Water	
Grounds	
Element 1C: Reduced waste production	5 points
Waste	
Hazardous waste	
Element 1D: Use of alternative transportation	5 points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program	15 points
Integrated Pest Management	
Contaminant controls and Ventilation	
Asthma control	
Indoor air quality	
Moisture control	
Chemical management	
Element 2B: Nutrition and fitness	15 points
Fitness and outdoor time	
Food and Nutrition	
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic knowledge and skills	10 points
Total	100 points

Cross-Cutting Programs

1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes No Program(s) and level(s) achieved:

Jeffers Pond has maintained an Energy Star account since 2007. Utilities, including gas, electricity and water, have been tracked through an independent outside firm, Bishop Energy Engineering. For the past 3 years, this school has participated in the Schools for Energy Efficiency® (SEE) program.

2. Has your school, staff or student body received any awards for facilities, health or environment?

Yes No Award(s) and year(s):

- **Energy Star certification for 2012**
- **Outstanding Achievement in Energy Reduction from SEE® for 2012**
- **SEE® Milestone Award for Most Efficient Use of Energy per Square Footage for 2012**
- **Outstanding Achievement in Energy Reduction from SEE® for at least a 10% reduction in overall energy use for 2011**

Pillar I: Reduced Environmental Impact and Costs

Energy (please note that preference will be given to schools that have used the State of Minnesota B3 Benchmarking)

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

Yes No Percentage reduction: **18%**

Over (mm/yyyy - mm/yyyy): **05/2007 – 12/2011**

Initial GHG emissions rate (MT eCO₂/person): **5029**

Final GHG emissions rate (MT eCO₂/person): **4160**

Offsets: **Net change of -869**

How did you calculate the reduction? **Energy Star Portfolio Manager Reports**

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes No Year(s) and score(s) received: **Jeffers Pond received Energy Star certification for 2012 and currently has an Energy Star rating of 98.**

3. Has your school reduced its total non-transportation energy use from an initial baseline? Yes No

Current energy usage (kBTU/student/year): **5,713**

Current energy usage (kBTU/sq. ft. /year): **32.4339**

Percentage reduction: **23% and 41% Over (mm/yyyy - mm/yyyy): 01/2007 – 09/2012**

How did you document this reduction? **Utility Tracking Reports from Bishop Energy Engineering**

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation **None**

Purchased renewable energy: **None**

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: **No**

5. In what year was your school originally constructed? **2006**

What is the total building area of your school? **90,011 sq. ft.**

6. Has your school constructed or renovated building(s) in the past ten years? Yes No

For new building(s): Percentage building area that meets green building standards:

Jeffers Pond received EPACT certification in September 2010 from Energy Design Service Systems. Wold Architects and Engineers met the guidelines of the Energy Policy Act of 2005 for enhanced energy efficiency and power use. The building features energy saving design, engineering and equipment in interior and exterior lighting, HVAC, hot water systems and building envelope.

Certification and level: **N/A**

For renovated building(s): Percentage of the building area that meets green building standards: **N/A**

Certification and level: **N/A**

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

Average Baseline water use (gallons per occupant): **5,544 gallons**

Current water use (gallons per occupant): **3,554 gallons**

Percentage reduction in domestic water use: **36% reduction**

Percentage reduction in irrigation water use: **N/A**

Time period measured (mm/yyyy - mm/yyyy): **01/2007 – 12/2011**

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)? **Energy Star Portfolio Manager combined with utility bill data compiled and tracked by an independent outside firm, Bishop Energy Engineering.**

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **70% of the grounds are considered water-efficient and regionally appropriate.** Types of plants used and location: **There is a rain garden and a butterfly garden planted on the school grounds. These gardens are planted with purpose-specific plants that are regionally appropriate. Natural prairie grasses are growing in areas where there is not landscaped grass. Plant and flower growth is left in as natural a state as possible for the outdoor learning area and classroom.**

9. Describe alternate water sources used for irrigation. (50 words max)

No alternate water sources are used at this time.

10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max)

Jeffers Pond has a rain garden planted on the school grounds.

11. Our school's drinking water comes from:

Municipal water source

Well on school property

Other: Click here to enter text.

How often is the school's drinking water tested for possible contaminants? (50 words max)

Tested as required, every 5 years.

12. Describe how the water source is protected from potential contaminants. (50 words max)

Irrigation is by municipal water source.

13. Describe the program you have in place to control lead in drinking water. (50 words max)

Tested as required, every five years.

14. Describe how the school grounds are devoted to ecologically beneficial uses. (50 word max)

Jeffers Pond has an outdoor learning area and outdoor classroom. There is a butterfly garden and also a rain garden planted on the school grounds. Jeffers Pond partners with the Jeffers Foundation to maintain a healthy and inviting outdoor learning environment.

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or organics diversion (food to people, food to hogs and/or composting)? Note that Minnesota Statutes, section 115A.151 requires that schools must recycle a minimum of three material types. Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **16 yards per month**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **36 yards per month**

C - Monthly organics diversion (food to people, food to hogs and/or composting) volume(s) in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): **24 yards per month**

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$:

60 yds recycling/76 total solid waste yds+.79 x 100 = 79% recycling diversion rate

Monthly waste generated per person = (A/number of students and staff):

16 yds/606 students and staff = .03 yards per student per month

16. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (If a product is only 30% recycled content, only 30% of the cost should be counted)?

One quarter of the paper used at Jeffers Pond is considered 30% recycled post-consumer fiber and meets the federal procurement guidelines.

17. What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)? **Zero**

18. List the types and amounts of hazardous waste generated at your school. (Note that Minnesota Statutes, section 121A.33 bans mercury in Minnesota schools.)

Flammable liquids	Corrosive liquids	Toxics	Other
None, no flammable liquids are generated at this site	None	None	Sharps: less than 1 quart size container of sharps per year Blood contamination: very rare

How is this measured? **Sharps and blood contaminants are recorded by the Health Office.**

How is hazardous waste disposal tracked and where was it disposed?

Sharps are recorded by the Health Office and delivered to the local hospital for proper disposal. Blood contamination is very rare, but when it occurs, item(s) are red-bagged and picked up separately by our waste hauler and handled as hazardous. This is tracked by the Health Office.

Describe other measures taken to reduce solid waste and eliminate hazardous waste (i.e., bottled water campaign, food waste reduction, etc.) (100 word max)

Styrofoam containers are not used by Food Services or outside vendors. We participate in an organics recycling program to minimize non-organic waste and to recycle and compost as much waste as possible. A water bottle filling station has been installed to encourage the use of re-useable water bottles.

19. Which green cleaning custodial service standard is used (i.e., Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building)?

Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42)

What percentage of all products is third-party certified?

100% for Green Seal approved products.

What specific third party certified green cleaning product standard does your school use?

Green Seal

Alternative Transportation

20. What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school? (Note if your school does not use school buses.) **15%**

How is this data calculated? (50 word max)

Student and Transportation Data Management Systems

21. Has your school implemented any of the following? Check all that apply.

Designated carpool parking stalls.

A well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School.

Describe activities in your safe routes program and other events to encourage students to walk, bike or carpool, including number of participants. (50 word max)

The district has partnered with the city to address expanding sidewalks when possible. We also work with the city to make sure walking routes are plowed of snow for safe walking. Parents are encouraged to arrange carpools, minimizing the number of vehicles used for transporting students.

22. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Bus routes have been consolidated and an entire tier of transportation has been eliminated.

23. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

- **Part-time Energy Efficiency Coordinator on staff and participation with Class 5 Energy's Schools for Energy Efficiency Program since 2010.**
- **Partnership with the Shakopee Mdewakanton Sioux Community and participation in their Organics Recycling Program.**

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. What is the volume of your annual pesticide use (gallons/student/year)?

.0195 gallons per student per year

Describe your efforts to reduce use:

Use is kept to a minimum and used only where absolutely necessary. IPM guidelines are followed closely.

2. Which of the following practices does your school employ to minimize use of and exposure to pesticides? Provide specific examples of actions taken for each checked practice.

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides and pest control policies, methods of application, and posting requirements are provided to parents and school employees in accordance with the Janet B. Johnson Parents' Right-to-Know Act (Minn. Stat. § 121A.30).

This aligned with our health and safety management plan and is closely monitored.

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Guidelines and procedures for IPM are followed according to those stated in the Tools for Schools guidelines.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Eight hours is the absolute minimum, but it is typically 12 or more hours after treatment.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools.

An annual survey regarding indoor air quality is conducted. Any issues that arise from the survey are attended to by facilities management. An indoor air quality survey is conducted by an outside company on a bi-annual basis.

Our school prohibits smoking on campus and in public school buses.

This is a school district policy and signs are posted as reminders that the facility, grounds, and buses are smoke and drug free environments.

Our school is in compliance with Minnesota Statutes, section 121A.33 and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.)

We removed all of the mercury from schools and have had "mercury dogs" search our facilities. This is aligned with the health and safety plan management.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).

Food service areas are fully vented with make-up air units in place.

Our school does not have any fuel burning combustion appliances.

Our school has tested all frequently occupied rooms in the last five years at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L.

Currently in the process of testing and the previous testing was completed two years ago.

Our school has identified and properly manages or has removed, where applicable, asbestos-containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules.

Click here to enter text.

Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six.

This is a current and ongoing process.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

Only plastic timbers are used on the playground.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)

Cleaning only occurs after school hours or in unoccupied areas. Hazardous waste is removed in a timely manner and waste is not stockpiled, but disposed of properly and immediately.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Regular changing of filters and routine vacuuming as well as preventative maintenance to the HVAC system and air samples are taken twice yearly. Cleaning only occurs after school hours or in unoccupied areas.

6. Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel.

Bussing is contracted out of the district.

7. If your school owns or operates an indoor ice arena, describe your compliance with state laws regarding certification, routine testing and other steps you have taken to maintain acceptable air quality.

Not applicable

8. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (100 word max)

Moisture is controlled through regular inspections and ongoing preventative maintenance as well as immediate repair of leaks. Damaged ceiling tiles are replaced as soon as possible.

9. Our school has working local exhaust systems for major airborne contaminant sources. Yes No

10. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards (Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline or 15 cubic feet per minute (cfm) of fresh air per occupant). Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

Levels are closely monitored, regulated and controlled with an automated Energy Management System through Siemens, ensuring a healthy environment during occupied hours and then for running the building efficiently when not occupied. IEA sampling is done during occupied periods.

11. Describe steps your school takes to protect indoor environmental quality, such as access to daylight, lighting quality, views to nature, acoustics, thermal comfort, etc. (200 word max)

There are windows in the multipurpose/lunch room that look out on the expansive wooded area behind the school. Natural daylight is used as much as possible in this space and in classrooms with windows throughout the building. The school is equipped with an automated Energy Management System through Siemens for controlling and maintaining a healthy environment during occupied hours and then for running the building efficiently when not occupied.

12. Describe any other actions your school takes to do periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Indoor maintenance staff and building custodial staff perform mock OSHA walk-throughs; use IAQ surveys for staff feedback and perform monthly building inspections.

Nutrition and Fitness

13. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HealthierUS School Challenge. Level and year:

Yes, we participated when the program originated 8 years ago. Currently we are participating in the Healthy Hunger Free Kids Act.

Our school participates in a Farm to School program to use local, fresh food.

Yes, in the fall we get apples from 3 local orchards. We also receive watermelon and cherry tomatoes from Prior Lake, and rice blends from Bemidji.

Our school has a fruit, vegetable and greens salad bar.

These items are offered daily in every school.

Our school has an on-site food garden.

Not at this time.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

Not at this time.

Food purchased by our school is certified as "environmentally preferable" (certified organic, Fair Trade, Food Alliance or Rainforest Alliance).

Percentage: **0%** Type: **Cost prohibitive**

Our students spent at least 120 minutes per week over the past year in school supervised physical education.

Between scheduled physical education courses and outdoor recess our elementary students spend at least 120 minutes per week in school supervised physical education.

At least 50% of our students' annual physical education takes place outdoors.

Our elementary physical education teachers make every effort to get students outdoors. Physical education classes are held outdoors as weather and field conditions permit. Our physical education teachers estimate that students are outside at least 50% of their instructional time.

Health measures are integrated into assessments.

Physical fitness tests are administered twice per year at the elementary level, but are not used to tabulate the students' grade. Health measures are not integrated into assessments.

At least 50% of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program).

Not at this time.

14. Describe the type of outdoor education, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and the average number of minutes your students are outside each week. (100 word max)

Teachers and students take full advantage of local parks, trails, and outdoor learning spaces. Students use the outdoor spaces for making scientific observations, interacting with nature, exercising, and recreation. Jeffers Pond has a playing field and playground on the school property as well. Teachers and students also use the outdoor classroom, gardens, bird landings, and water resources that are on or near the property. All of the 5th graders participate in a trip to Wolf Ridge. Outdoor learning and recreation continues through the winter months. On average, a student spends at least 130 minutes outside each week.

15. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

There has been a full integration of science notebooks at the elementary level, resulting in high student engagement and active learning. The curriculum also supports movement and experiential learning. Furthermore, the school takes full advantage of partnerships with the McColl Pond Environmental Learning Center, Wolf Ridge, and the Shakopee Mdewakanton Sioux Community by actively integrating outdoor learning objectives, daily routines, and activities into the curriculum.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. (200 word max)

Students of Jeffers Pond begin their exposure to Environmental Education in Kindergarten. Through the use of science notebooks the students are reading, writing, and reflecting about their science life. The Media Center houses specific Environmental Education resources for both staff and student use. These resources include, but are not limited to, identification books, picture books, and non-fiction texts, all of which help support and enhance the curriculum. With the recent adoption of the National Geographic Science curriculum, we also purchased the readers and NG Explorer Magazines. Many teachers use these while teaching non-fiction reading and writing to their classes.

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

As part of teacher's professional development they have received instruction in environmental education and sustainability practices. Interdisciplinary environmental education lessons are taught to all students at each grade level. For example, in Language Arts in 1st grade, when students are learning commas in a series, they go outside and write down everything they see, using commas to appropriately separate the items on their lists. When intermediate students study macro invertebrates, they visit the Jeffers Pond and Jeffers Pond Lake to pond-dip. As a Responsive Classroom District we have instituted the Eco-time Morning Meeting cards which work to strengthen environmental and sustainability concepts. In addition, the MN Weatherguide calendars are posted in classroom and are used for morning calendar time, reference, math, nature journaling, etc. Students are encouraged to bring sustainability into their daily lives as well--even on field trips they are expected to bring food in reusable containers and bring only the food they can eat. There are class sets of dishes for each classroom and the staff lounge.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

As a part of our district curriculum, Jeffers Pond educators were early integrators of the state environmental education science standards. Beginning as early as 2001, teachers were integrating and assessing Minnesota environmental science standards using the GLOBE (Global Learning and Observation to Benefit the Environment) program. Teachers assess students' environmental literacy according to the Minnesota Science Standards as tested on the Minnesota Comprehensive Assessments (MCAs). During the recent adoption of the National Geographic Science curriculum, we carefully reviewed instructional and assessment components to ensure that environmental and sustainability concepts were aligned with our local and state standards.

Students evidence high levels of proficiency in these assessments. (100 word max)

Jeffers Pond MCA Science scores show strong evidence of proficiency in dedication to environmental and sustainability concepts that are taught throughout our curriculum. In 2012, 79.4 % of Jeffers Pond 5th grade students met or exceeded the standards (the state score was

50.8%). Jeffers Pond 5th graders have scored consistently higher than the state average since the inception of the state science MCA.

Professional development in environmental and sustainability education is provided to all teachers.

(200 word max)

Jeffers Pond, in conjunction with Prior Lake Savage Area Schools, has hosted a variety of Environmental Education professional development training opportunities including Project Wet, Project Wild, MinnAqua, and the annual Minnesota Environmental Educators Conference “Lifelong journey” in 2009. In addition, Jeffers Pond has held book clubs on Environmental Education and related topics. Jeffers Pond teachers have been involved in the writing of the Minnesota Weatherguide calendar lessons and Eco-time Morning Meeting cards, both of which are correlated to the ELA Common Core Standards and the Minnesota Science and Math standards. Jeffers Pond has a Green Team which meets monthly, with representative teachers from each grade level. The committee plans school initiatives focusing on Environmental Education and twice a year Green Teams from across the district meet to discuss their buildings goals and ideas. Also, at each staff meeting, time is set aside for a “Green Moment” where a teacher shares an Environmental Education idea, task, or initiative. Jeffers Pond teachers have led and participated in district-wide classes to support professional development in areas such as a Science Notebook cohort, taking classes outside, identification of local flora and fauna, and classes on how to use environmental education equipment located in buildings across the district (shared resources).

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: **N/A**

Percentage scoring a 3 or higher: **N/A**

3. How does your school use sustainability and the environment as a context for learning across all academic disciplines; and in particular, in science, technology, engineering and mathematics thinking skills and content knowledge? And how are your green school efforts integrated into that learning? (200 word max)

Our school board recently approved a district-wide implementation of E-STEM programming at all of our elementary buildings. Our E-STEM implementation committee is vertical planning how the implementation will occur and highlighting our areas of strength and need for E-STEM integration. At Jeffers Pond a select number of teachers are piloting an E-STEM project, or an interdisciplinary project focused on grade level environmental education and science concepts, with students. The resulting interdisciplinary project will enhance and incorporate the current curriculum. The recent curriculum adoptions in science and math were chosen based on their alignment with the STEM focus; they are inquiry-based, and have an integrated approach to reading and math instruction. In addition, Jeffers Pond students at each grade level use a science notebook to support writing, reading, and math. It is evident our students are becoming scientists and are clearly understanding the scientific standards and process. Also, our organics recycling program aids in our green school

efforts, integrating these beliefs into everyday learning and daily routines in all of our district buildings.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Sustainability and the environment are a context for learning at Jeffers Pond. For starters, our elementary science and environmental education curriculum highlights many green technologies and career pathways for students to explore (National Geographic). Scientists in earth, life, and physical science fields are highlighted in their reading and in correlating videos on the topic they are studying.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Jeffers Pond has offered a Junior Naturalist program for seven years to third, fourth, and fifth grade students through a partnership with Community Education. The Junior Naturalist program empowers students, exposes naturalists to more environmental education experiences, and promotes and provides environmental stewardship through leadership and service opportunities. Each month Junior Naturalists have a scheduled meeting. A stewardship opportunity that naturalists have participated in is our ongoing Recycling and Organic Composting program. Twice a week, Junior Naturalists monitor and empty paper and plastic recycling bins throughout the school. Also, at lunch time, naturalists demonstrate leadership by monitoring food waste in the cafeteria as well as teaching stewardship concepts to the younger students in our building. Monthly meetings can also include promotion of service learning projects, such as Project Green Sneakers or maintaining our outdoor environmental learning classroom. We also have discussions on real-world environmental issues. We have partnered with former Jeffers Pond students who are earning their Eagle Scout badge by supporting different projects in our outdoor learning classroom. These include building wood duck houses and updating and adding to our boulder garden.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

As an example of students participating in meaningful outdoor learning experiences, every spring for the past 6 years, Jeffers Pond has held a school wide Environmental Education Festival. Each grade level has a theme, such as insects, water, trees, and geology. Grade level teachers and specialists plan meaningful lessons that engage students and meet state science standards. All activities are hands on and taught outside in our beautiful outdoor learning center, rain or shine! It takes a tremendous amount of time and planning to schedule and coordinate this event. We partner with both the Spring Lake-Prior Lake Watershed District and the Three Rivers Park District naturalists who teach a lesson to each class supporting the grade levels theme for the day. The Environmental Education Festival is one of the highlights of the year for many students, staff, and community members. Students also actively engage in outdoor learning on a regular basis as part of their regular curriculum across all areas. Some examples include writing about nature while present in nature, scientific observations and journaling, bird watching, painting, collecting specimens, etc.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Outdoor learning is used in an array of subjects at Jeffers Pond as essential to and as part of environmental education. The goal of these lessons is that outdoor education is taught in all subject areas while still meeting state standards. Through the collecting and recycling of sneakers, lights, keys, inkjet cartridges, and cell phones, the school and students have the support of the community and teachers are able to teach students about the impact we are having locally and globally. Other ways in which Jeffers Pond engages the community is by having master gardeners in to help plant and maintain garden and natural spaces, local birders come in to teach birding, parent volunteers share their expertise on outdoor learning such as geocaching, fish and wildlife, and mosquito control. Every year fifth graders attend a week long field trip to Wolf Ridge Environmental Learning Center in Finland, Minnesota. Because of the longevity of this field trip we have developed a very positive rapport and relationship with Wolf Ridge. This experience supports and extends our environmental curriculum in a new setting.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Jeffers Pond has a partnership with the St. Catherine University EcoStar program that involves elementary classroom teachers hosting a pre-service teacher for seven weeks each school year. Historically, this program has aligned with an Environmental Education focus and now has a focus on E-STEM education. Our partnership with the Shakopee Mdewakanton Sioux has had a district-wide impact through our organics recycling program in every building. The Jeffers Pond Junior Naturalists have helped promote environmental topics and awareness throughout the building. Previous and current partnerships with the Jeffers Foundation, the Spring Lake Watershed District, and McColl Pond Environmental Learning Center have helped fund writing and training of several of our environmental education initiatives including the Eco-STARS partnership with St. Catherine's University, the Eco-Time Responsive Classroom Morning Meeting components and the writing of the Freshwater Society WeatherGuide Calendar In-the-Classroom lessons. Jeffers Pond has also partnered with the University of Minnesota Master Gardeners and the Spring Lake Watershed to eliminate erosion on a creek bed located on school grounds. Jeffers Pond has partnered with the City of Prior Lake to fund a floating dock and Chickadee Landing. Jeffers Pond has partnered with local sportsman's clubs and the Minnesota Department of Resources to provide fishing equipment for student use.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. This can also include before and after school, during the summer and other enrichment opportunities. Examples include childcare programs, community education courses, parent education courses, and student green teams, environmental or outdoor clubs. (Maximum 200 words)

Through a partnership with community education, Eco-camp, an environmental education focused camp, is offered at Jeffers Pond during the summer. Professional development has also been offered to our Kids' Company, or after-school childcare staff, so they are educated on the use of our EE equipment so they can use it with students before and after school.

10. Attach up to 6 photos that document your green school efforts.



(Flags in the background indicate protected plants.)



